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Profiler



Learner Profiling

PRACTICAL INTERVENTION & SUPPORT STRATEGIES



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SHAPING THE LEARNER
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PRACTICAL INTERVENTION & SUPPORT STRATEGIES

Inclusive education in collaboration with the SIAS policy enables educational structures and systems to meet the needs of the learners in a warm and supportive environment. Support strategies need to be implemented to benefit the needs of the specific learner, enabling them to show progress. Placing a learner in a specialised setting is the very last option.

Learner Profiler is an invigorating online assessment programme that assesses learners and identifies their strengths and weaknesses. Learner Profiler creates an accurate online report explaining in detail what areas are in need of support. This booklet aims to provide practical and user friendly support interventions that can be implemented within the classroom setting. Various learning barriers and challenges with regards to Language and Literacy will be discussed under specific headings, giving clear indications of what support strategies can be put into place.

RECEPTIVE LANGUAGE

In order for an individual to learn, they require good receptive (understanding) and expressive (speaking) language.

Difficulty	Possible causes	Strategies
Poor vocabulary	The learner is not familiar with the meaning of certain words and is not able to use contextual indications.	<ul style="list-style-type: none"> • Teach associative skills, such as words and items that go together. For example: knife – fork head – hat • Learners must create their own personal dictionaries. • Do not simply teach new words, allow learners to use a new word in a sentence to ensure that the word has been understood correctly.
Sentence structure	Challenges with word order and sequence of words.	<ul style="list-style-type: none"> • Make use of complete sentences on a flash card which indicates correct word order. For example: The girl walked to school. • Cut short sentence strips up and ask the learner to place the sentence in the correct sequence. • Once the sentence is placed in the correct sequence, ask the learner to read the sentence out aloud and write the sentence down.
Literal questions, such as what, where and who when they listen to a story.	<ul style="list-style-type: none"> • Not able to recall the details or sequence of the story. • Might have poor memory. 	<ul style="list-style-type: none"> • When a story is read, draw pictures of setting, characters and what was happening in the story. Focus on who the people or animals in the story are. Discuss

		where the story is taking place. What was the problem or adventure of the story and what was the solution or outcome at the end.
Challenges with making inferences.	<ul style="list-style-type: none"> • Not able to link prior knowledge or life experiences. • Challenges with understanding how and why questions. 	<ul style="list-style-type: none"> • Discuss a learner’s prior knowledge on the topic of the story. This will allow them to associate their own understanding of the situation or topic with the story. Prior knowledge must be accessed. • Provide a sentence on a piece of card. For example: The young boy walked to school every day. Question: How did the boy get to school? a. Did the boy walk to school? b. Did the boy run to school? The learner will be able to answer the question without an alternative, after they have had several attempts with such an activity.
Challenges with identifying emotions.	<ul style="list-style-type: none"> • May lack the vocabulary to describe emotions. • May not understand the emotions experienced by the characters in the sentence or story. 	<ul style="list-style-type: none"> • Role play, where learners act out emotions described to them. • Teach “feeling” words. • Make use of hand puppets or draw faces to express emotions.

EXPRESSIVE LANGUAGE

Difficulty	Possible causes	Strategies
Challenges describing objects or items.	Limited vocabulary or does not understand the criteria used to describe an item or object.	<ul style="list-style-type: none"> • Criteria used to describe an item or object must be taught. For example, an “apple”. Colour: red, yellow or green. Function: To eat Size: Small Taste: Sweet Texture: Smooth
Challenges with adjectives (describing words)	Limited vocabulary.	<ul style="list-style-type: none"> • Teach adjectives in relation to nouns. Apple = red, sweet, rotten
Conjunctions (joining words)	Limited vocabulary	<ul style="list-style-type: none"> • Make use of conjunctions on flash cards and ensure that learners are

		<p>aware of the words when you read the sentence to them.</p> <ul style="list-style-type: none"> • Written activity: Underline the word that joins the sentences.
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READING

PHONOLOGICAL AWARENESS

Difficulty	Possible causes	Strategies
Challenges with recognising the letters or words accurately.	Sound / letter relationship may not have been associated.	<ul style="list-style-type: none"> • Reteach all individual sounds and letters and ensure that each sound / letter is identified automatically with ease and confidence before moving onto the next sound / letter relationship.

AUDITORY PROCESSING

Challenges with discriminating between sounds.	<ul style="list-style-type: none"> • Hearing difficulties or hearing loss. • Possible delayed auditory development. 	<ul style="list-style-type: none"> • Should have his / her hearing checked. • Discriminate between soft and loud sounds. • Ask learners to close their eyes and say what they can hear. Peer or teacher crumples up paper, stamps their feet, claps their hands, closes the door and the learner must attempt to identify the sound heard. • Make a noise in a part of the room and ask the learner to point to where the noise was coming from.
Challenges distinguishing between similar sounds. Reads “f” for “th” “sh” for “ch”	<ul style="list-style-type: none"> • Auditory discrimination challenges. 	<ul style="list-style-type: none"> • The educator must pronounce the sound correctly. Ask the learners to look at your mouth as you pronounce the sounds.
Not able to distinguish beginning, middle or end sound in words.	<ul style="list-style-type: none"> • Trouble isolating sounds within a word. 	<ul style="list-style-type: none"> • Analysis and synthesis of words. Say “mat” without the “m” (at). Say “tall” without the “t” (all). Say “bedroom” without the “room” (bed).
Difficulty blending the sounds in words together.	<ul style="list-style-type: none"> • Difficulty storing the written word in the brain. • Difficulty in concentrating when reading written work. 	<ul style="list-style-type: none"> • Say the word ‘sun’ very slowly and hold each sound for two to three seconds so that the word is said as follows: sssssuuuuuuunnnnn. The learner must listen to the sounds and blend them together in his or her head. They must

	<ul style="list-style-type: none"> • ‘Phonological analysis’ skill – Sounding out words and de-coding them into parts. • Difficulties organising his thoughts and getting them onto paper. 	<p>determine what the word is and say it out aloud. Do this with many different words.</p> <ul style="list-style-type: none"> • Say the word “hop” and say it slowly holding each sound for a second or two “hhhhooooopppp” and point to the letters h, o and p as it is being said. The letters will provide visual support for the learner. • Some learners may benefit from kinaesthetic support when learning blending skills. Say the word “pan” and drive a car over the letters on the alphabet chart. Once the corresponding letters being p, a and n are identified correctly, write the word pan in the sand with your finger. Trace the word “pan” with your finger on a piece of sandpaper.
Difficulty with rhyming words.	Difficulty identifying the same sound at the end of a word.	<ul style="list-style-type: none"> • Rhyming games: Identify the odd one out: sun, run, bat, fun • Create words that end with “at” for example and see how many words can be generated – mat, hat, rat, cat, fat, sat.

VISUAL MEMORY

VISUAL MEMORY		
Difficulty	Possible causes	Strategies
Reverses letters	<ul style="list-style-type: none"> • Directionality • Visual-spatial orientation • May not have established visual memory for letters. 	<ul style="list-style-type: none"> • Make use of individual letters to create words which have not been read or written correctly.
Visual challenges	<ul style="list-style-type: none"> • Irregular eye movement. 	<ul style="list-style-type: none"> • Visual assessment by an optometrist. • Allow the learner to move their finger from left to right under the text.
Reverses the sequence of letters within a word: bat / tab girl / gril	<ul style="list-style-type: none"> • Poor exposure to sight words. • Visual – sequential memory difficulties. 	<ul style="list-style-type: none"> • Play bingo with high frequency sight words. • Make use of colour or pictures giving a strategy to identify the first letter of the word.

Difficulty reading the end of the word.	<ul style="list-style-type: none"> • Difficulty decoding the end of the word. 	<ul style="list-style-type: none"> • Teach the different ending of words with words learners are familiar with. Add "s": cow – cows Add "ing": fish – fishing Add "ed": cook - cooked
Loses place when reading.	<ul style="list-style-type: none"> • Visual tracking difficulties. • Irregular eye movement. 	<ul style="list-style-type: none"> • Enlarged text. • Use a marker to keep the place when reading.

SPATIAL DIFFICULTIES

Difficulty	Possible causes	Strategies
Reversal of letters.	<ul style="list-style-type: none"> • Dominance not fully established. • Laterality not entirely consolidated. 	<ul style="list-style-type: none"> • Brain gym activities can assist and support a learner experiencing barriers to learning – Crossing the midline activities. • Play "Simon Says".
Directionality	<ul style="list-style-type: none"> • Constancy has not been fully grasped. 	<ul style="list-style-type: none"> • Introduce strategies for remembering the differences between "b" and "d" for example. • Explain the difference between a square and a diamond – Demonstrate that a square is still a square even if it is turned upside down.

READING COMPREHENSION

Difficulty	Possible causes	Strategies
Not able to answer factual questions.	<ul style="list-style-type: none"> • May have difficulty recalling the details of the story or may have memory difficulties. 	<ul style="list-style-type: none"> • Discuss the cover of the book before reading the story and glance through the pictures and give learners the opportunity to predict what the story is about. • Learners should be encouraged to visualise while reading the story.
Not able to gather meaning from the story or text.	<ul style="list-style-type: none"> • Not able to make connections to prior knowledge or real life situations. 	<ul style="list-style-type: none"> • Explain that we often gather information that is not always obvious, spoken or written but we do so via observation. For example, if we see someone crying, we can presume that the person is upset or sad about something. <p>Create or collect a number of interesting pictures and ask the</p>

		learners to generate inferences by looking at the picture.
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WRITING		
Difficulty	Possible causes	Strategies
Improper word order in a sentence.	<ul style="list-style-type: none"> • Sentence construction challenges. 	<ul style="list-style-type: none"> • Provide numerous examples of sentences where an emphasis is placed on the correct word order.
Not able to write events in the correct sequence.	<ul style="list-style-type: none"> • Sequencing difficulties. 	<ul style="list-style-type: none"> • Make use of pictures representing the story. The learner will be able to place the pictures in the correct sequence before writing takes place.
Difficulty in starting written work.	<ul style="list-style-type: none"> • Challenges with regards to starting a written task. 	<ul style="list-style-type: none"> • Use a writing frame. For example: Last weekend I _____ . On Sunday we _____ . I enjoyed _____ . We ate _____ . My favourite part was _____ . • Introduce learners to mind maps before writing, as this will allow them to return to their thoughts, plans and ideas while busy with the written task.
Many spelling mistakes within the written work.	<ul style="list-style-type: none"> • Analysis of words • Visual memory 	<ul style="list-style-type: none"> • Avoid excessive corrections of a learners work. • Encourage learners to read their own text, as they will often identify and correct their mistakes without the assistance of the teacher. • Encourage syllabification. • Constructive feedback and revision allows learners to edit their work.
Indecipherable handwriting	<ul style="list-style-type: none"> • Difficulties with fine-motor skills. • Not able to form letters correctly. 	<ul style="list-style-type: none"> • Learners are able to say what they wish to write and this can be recorded and typed at a later stage. • Fine – motor activities.

		<ul style="list-style-type: none"> Group activities – one learner is the scribe, while the others draw, brainstorm and gather information.
Grammar and punctuation difficulties.	<ul style="list-style-type: none"> Conventions of speech difficulties. 	<ul style="list-style-type: none"> Ensure that punctuation rules are visible on a chart in the classroom. Discuss punctuation before starting a written task.

SPELLING

AUDITORY DIFFICULTIES

Difficulty	Strategies
Auditory discrimination difficulties – substitutes letters: “t” for “d” “f” for “v”	<ul style="list-style-type: none"> Play games where the educator says a word out aloud such as “helped”. Learners have charts with various letters on it and have to hold up the correct ending of the word “d”. Develop and implement various activities which make use of letters that are often confused.
Difficulty hearing differences between sounds. For example: girl for grill.	<ul style="list-style-type: none"> Reinforce sound / letter relationship by making use of kinaesthetic activities, where learners write the letters or words in sand, finger paint or shaving foam.
Neglects the second letter in blends: “tap” for “trap”.	<ul style="list-style-type: none"> Discuss how when individual letters are combined, new sounds are formed. Activities where learners are able to practice blends: t + r =tr.

VISUAL DIFFICULTIES

Learner gives the correct letters in the incorrect order.	<ul style="list-style-type: none"> Allow the learner to use individual letters to build a word while simultaneously sounding out the syllables. Multisensory activities.
Reverses letters and words.	<ul style="list-style-type: none"> Multisensory approach. Follow the dots on the page to form the “d” and the “b”. Circle all the “b” letters in green and the “d” letters in red. Stick beans, leaves or bottle tops to form the shapes of the “b” and the “d”.

VISUAL MEMORY

<p>“Sight” words are spelt phonetically. “tuf” for “tough” “luv” for “love” “happi” for “happy”</p>	<ul style="list-style-type: none"> • Multisensory approach. • Play bingo or snap with sight words. • Create sight words out of clay, write them in sand, trace and cut them out of sandpaper. • Reteach correct use of suffix. • Show a word for a short period of time and ask the learner to recall the letter sequence. • Dictation activities.
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THINKING AND REASONING		
Difficulty	Possible causes	Strategies
<p>Difficulty with comparisons.</p>	<ul style="list-style-type: none"> • Difficulty understanding the concept of “same” or “different”. 	<ul style="list-style-type: none"> • Teach comparison strategies. Use baskets on the floor and explain that all sport equipment goes into the blue basket. All food goes into the red basket. • Make use of a continuum. freezing – cold – cool • Make use of a comparison table where two items are discussed and their similarities and differences are recorded.
<p>Categorisation difficulties.</p>	<ul style="list-style-type: none"> • Poor association skills. • Not able to identify items or objects that belong to the same group. 	<ul style="list-style-type: none"> • Question game – “I have the following: carrots, beans, broccoli and beetroot. Are they vegetables or cars?” • Allow learners to sort various shapes into their specific categories: square, triangle circle and rectangle. • Classroom classification game. Learners ask their peers what their favourite colour, food and activity are. The answers are recorded under a specific classification – Colour, Food & Activity.
<p>Cause and effect.</p>	<ul style="list-style-type: none"> • Not able to identify the relationships between events and what caused the event. 	<ul style="list-style-type: none"> • Demonstrate cause and effect within the classroom. “What will happen if I leave ice in the sun?”

		<p>“What will happen if I do not learn for my spelling test?”</p> <p>“What will happen if I touch the hot plate on the stove?”</p>
Feelings of fear when faced with a task.	<ul style="list-style-type: none"> The learner becomes overwhelmed with fear and is not able to do the task. 	<ul style="list-style-type: none"> Discuss the learner’s feelings when a new activity is introduced. Explain that positive and negative feelings are natural to have. If negative feelings arise with regards to a task, break the tasks into smaller more manageable sections (chunking).
Identifying a problem.	<ul style="list-style-type: none"> The learner is not able to see why the work is incorrect. 	<ul style="list-style-type: none"> Comparison activities – Learners are given two similar pictures and have to identify the differences in the picture. Ask learners to explain what is wrong with this sentence: <i>The chair ran to town.</i> The learner should identify the incorrect word and explain why the word does not belong in the sentence. “Can a chair run?” “Who can run?”

A few general strategies can be applied within the classroom setting to encourage learning within an inclusive environment.

1. **Ensure that learners have readiness to learn:** You need to ensure that the learners have the ability and knowledge to learn. For example, you cannot start teaching fractions if a learner is not able to add whole numbers. Extra support needs to be given to the learners struggling to add whole numbers before moving onto fractions.
2. **Classroom activities need to be associated with pleasing outcomes:** Make learning come alive by incorporating practical demonstrations in the classroom. If you are teaching learners how to write and follow the correct format of a recipe, allow them to physically follow a recipe and make something and enjoy eating it thereafter.
3. **Reinforce and encourage progress in learning:** A record of a learner’s progress is kept in every classroom. Do not wait until the end of term report to praise a learner. Sit down with your learner on an individual basis and discuss and praise them for their areas of progress throughout the term.
4. **Avoid areas of boredom and maintain a learner’s motivation:** Many behavioural and discipline issues arise from boredom. If you have a class consisting of varied abilities where some learners may finish tasks before others, you need to ensure that there are several hands on enticing activities for them to complete.
5. **Develop positive emotions about learning:** If a learner is experiencing difficulties in a certain aspect of the curriculum, encourage them by saying, “I know you may feel that you are not able to cope with the written assignment, but I know you have the ability to do it and we can work together to plan the way forward.”

6. **Show respect towards the learners:** If a learner did not understand what was taught and asks sheepishly for you to go over the content again, reassure that learner by saying that his or her thoughts or feelings are very important. Explain that if they did not understand it, there may be many others that do not as well. Educate a child, do not belittle them!
7. **Model value and genuine interest in the content taught:** Learners are able to interpret an educator's feeling towards a topic. If an educator expresses boredom in the topic, the learners will respond in a similar fashion. However, if an educator expresses personal excitement towards the content, the same feeling is more likely to be generated from the learners.

Every child has the power to learn! We need to encourage our learner's strengths and provide them with positive feedback wherever possible. We should not separate screening and identification from teaching and learning. We need to provide support from within the school and our classrooms are the best place to offer our learners support!

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